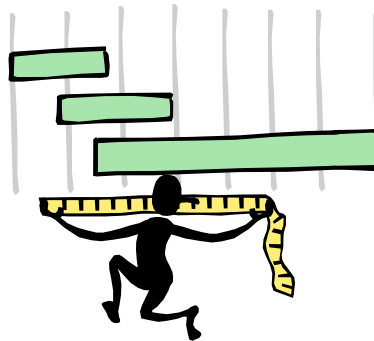


Missouri Department of Elementary and Secondary Education
Division of Special Education

Special Education District Profile Review Guide



For questions or comments, please contact: *Special Education - Data Coordination at 573-526-0299*

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PURPOSE:

The purpose of this guide is to assist Missouri school district personnel to read and to understand *The Missouri Department of Elementary and Secondary Education Special Education District Profile*. Profiles are published annually for each district in the fall. In order to utilize this guide effectively, please refer to your district's profile.

OVERVIEW:

Each district's *Special Education District Profile* contains thirteen tables compiling core data entered for the school year/reporting cycle (please refer to the *Core Data Collection System Manual* for assistance with data entry and specific reporting requirements). The thirteen tables are based on six general reporting areas as follows:

- **School Age Child Count Data** - Tables 1A – 1D
- **Early Childhood Child Count Data** - Tables 2A – 2D
- **Missouri Assessment Program Data** - Tables 3 – 7
- **Exiting and Vocational Participation Data** - Tables 8 – 11
- **Discipline Incidents Data** - Table 12
- **Race/Ethnicity Data** – Table 13

More specific information for each table follows on pages 3 through 9 regarding:

- Data source (where the data come from)
- Calculation methods (how the data are calculated)
- Considerations (what a school district should be looking for)
- Typical Questions (what a district should be asking while reviewing the Profile data)

USES OF PROFILE INFORMATION:

Districts may utilize the information contained in their profile for:

- A. General comparison to the *Missouri State Special Education Profile* (see <http://www.dese.state.mo.us/divspeced/PDF/MOProfile.pdf>)
- B. Comparison to data for all students (differences in calculation methodology should be noted prior to comparing some data such as graduation and dropout data. For further information, see http://www.dese.state.mo.us/divspeced/DataCoord/PDF/CalcMethodGradDO_US_vs.pdf)
- C. A starting point to a drill down process of data analysis¹ for:
 - Evaluation of the *Performance Goals and Indicators* for students with disabilities (see <http://www.dese.state.mo.us/divspeced/DataCoord/PerfGoalIndicator.html>)
 - Program evaluation in the analyses and monitoring of performance data (for a model and guide and templates for graphing some of the data, see <http://www.dese.state.mo.us/divspeced/DataCoord/APEM&G.html>)
- D. Comparison with the district's *Annual Performance Report* (APR) for Missouri School Improvement Program (MSIP)

MISUSES OF PROFILE INFORMATION:

Districts should not utilize the information contained in their profile in the following ways:

- ✓ Use of profile data as the sole indicator or measure of success with regard to performance goals (multiple sources of more definitive data is needed to determine root causes of failure or success in meeting a goal (see C in *Uses of Profile Information*))
- ✓ End all and be all of Annual Performance Evaluation (Profile data is not definitive enough to make decisions as it only shows potential *areas* of concern but not why. Data need to be drilled down to determine why (see C in *Uses of Profile Information*))
- ✓ Monitoring criteria are met so the district assumes they are doing great (mediocrity is not a goal to strive for)

¹ For information and examples regarding a drill down process, see <http://www.dese.state.mo.us/divspeced/PDF/APESpecResour.pdf>

SCHOOL AGE CHILD COUNT DATA (Age 5K-21)

Table 1A through Table 1D

DATA SOURCE:

- District data entered on **Child Count/Placement Screen 11** of the *Core Data Collection System*.
- Special Education Placement counts are by age as entered by district as of December 1st of each year (Screen 11 of *Core Data Collection System*). For further information see “*Core Data Collection System Manual*” for definitions of disability, placement, and race/ethnicity categories.

	CALCULATION METHOD	CONSIDERATIONS	TYPICAL QUESTIONS
TABLE 1A: School Age Child Count and Incidence Rates	$\text{Incidence Rate for each Disability Category} = \frac{\text{Total Child Count by Disability}}{\text{Total September Enrollment}} \times 100$ $\text{Total Incidence Rate} = \frac{\text{Total Child Count of all Disabled}}{\text{Total September Enrollment}} \times 100$	<p>Monitor incidence rates with respect to students with disabilities and their categorical disabilities as compared to total district enrollment. Monitor areas of possible over-identification or under-identification. Compare to State Profile* and Profiles of similar districts.</p> <p>*State of Missouri incidence rates are averages and may not represent appropriate “targets” for a district.</p>	<ul style="list-style-type: none"> • Why is our total incidence rate so high (or so low), increasing (or decreasing)? • Why are incidence rates for particular disability categories so high (so low), increasing (or decreasing)? • What are our referral processes? • What are our processes for determining eligibility?
TABLE 1B: School Age Placement Totals	$\text{Placement Percentage} = \frac{\text{Total Number in Placement}}{\text{Sum Total of All Placements}} \times 100$	<p>Consider least restrictive placement as part of the IEP process for each student as determined by the IEP team. Increase percentage of placements of students with disabilities being served in the regular education classroom (i.e. Outside the Regular Class <21%) and decrease percentage of students with disabilities being served in more restrictive placements.</p>	<ul style="list-style-type: none"> • How do we determine placement? • How do we include IEP students in general education classes? • How do we ensure IEP students have access to the general education curriculum? • What co-teaching or other instructional models are available in the elementary, middle/junior high and/or high school levels? • What general education classes use differentiated instruction? • How do general education classes accommodate IEP students?
TABLE 1C: School Age Race/Ethnicity	$\text{Race/Ethnicity Percentage} = \frac{\text{Total Number Disabled by Race/Ethnicity}}{\text{Total Child Count of all Disabled}} \times 100$	<p>Compare percentages by race/ethnicity category (for students receiving special education services) to the total district enrollment by race/ethnicity. Monitor for areas of possible disproportionality of students with disabilities with respect to race/ethnicity (with particular attention towards over-representation or under-representation by a single race/ethnic group in general as well as within specific categorical disabilities). Further race/ethnicity data are available in Table 13.</p>	<ul style="list-style-type: none"> • Why are certain race/ethnicity categories so high (or so low), increasing (or decreasing)? • At what rate do we refer by race /ethnicity? <p><i>Note:</i> See Table 13 for further information regarding race/ethnicity.</p>
TABLE 1D: Placement by Disability Category	$\text{Placement Percentage by Disability} = \frac{\text{Total Child Count in Placement by Disability}}{\text{Total Child Count by Disability}} \times 100$ $\text{Total Placement Percentage} = \frac{\text{Total Number in Placement}}{\text{Total Child Count of all Disabled}} \times 100$	<p>Monitor patterns of more restrictive placements in a particular disability category. Increase percentage of placements in the regular education classroom (i.e. Outside the Regular Class <21%) with respect to each categorical disability.</p>	<ul style="list-style-type: none"> • Why are certain disability categories in more restrictive placements? • Are decisions made individually or are they based on the student’s disability category?

EARLY CHILDHOOD CHILD COUNT DATA (Ages 3-5*)

Table 2A through Table 2D

DATA SOURCE:

- District data entered on **Child Count/Placement Screen 11** of the *Core Data Collection System*.
- Early Childhood Special Education Placement counts are by age as entered by district as of December 1st of each year (Screen 11 of *Core Data Collection System*). For further information see "*Core Data Collection System Manual*" for definitions of disability, placement, and race/ethnicity categories.
- Incidence Rates reported on Table 2A are based on 2000 United States Census Bureau Data.

	CALCULATION METHOD	CONSIDERATIONS (what to look for)	TYPICAL QUESTIONS
TABLE 2A: Early Childhood Special Education Child Count	Incidence Rate = $\frac{\text{Total Early Childhood Child Count by Disability}}{\text{2000 US Census counts for 3, 4 and one-half of 5 year olds in Missouri}} \times 100$	Monitor incidence rates with respect to children with disabilities and their categorical disabilities as compared to total district population from 2000 United States Census Bureau Data. The projected incidence rate is approximately 5%.	<ul style="list-style-type: none"> • Why is our total incidence rate so high (or so low), increasing (or decreasing)? • Why are incidence rates for particular disability categories so high (so low), increasing (or decreasing)? • What are our child find and referral processes? • What are our processes for determining eligibility?
	Total Incidence Rate = $\frac{\text{Total Early Childhood Child Count of all Disabled}}{\text{2000 US Census counts for 3, 4 and one-half of 5 year olds in Missouri}} \times 100$		
TABLE 2B: Early Childhood Special Education Placement	Placement Percentage = $\frac{\text{Total Number in Placement}}{\text{Sum Total of All Early Childhood Placements}} \times 100$	Consider the least restrictive placement for each student with an emphasis on providing services with non-disabled peers.	<ul style="list-style-type: none"> • How do we determine placement? • How do we include IEP students in settings with non-disabled peers?
TABLE 2C: Early Childhood Race/Ethnicity	Race/Ethnicity Percentage = $\frac{\text{Total Number Early Childhood Disabled by Race/Ethnicity}}{\text{Total Early Childhood Child Count of All Disabled}} \times 100$	Compare percentages by race/ethnicity category (for children receiving special education services) to the general early childhood population in the district. Monitor areas of possible disproportionality of children with disabilities with respect to race/ethnicity (with particular attention towards over-representation or under-representation by a single race/ethnic group in general as well as within specific categorical disabilities).	<ul style="list-style-type: none"> • Why are certain race/ethnicity categories over or under represented?
TABLE 2D: Early Childhood Age Breakdown	Percentage of Total Early Childhood Child Count by Age = $\frac{\text{Total Number Early Childhood by Age}}{\text{Total Early Childhood Child Count of All Disabled}} \times 100$	Monitor percentage of children receiving Early Childhood special education services by age.	<ul style="list-style-type: none"> • Why are certain age percentages higher (or lower)? Why do certain trends emerge within and across ages?

*Inclusive of pre-kindergarten children only (for kindergarten level children, see Tables 1A through 1D).

MAP - MISSOURI ASSESSMENT PROGRAM DATA

Table 3 through Table 4

DATA SOURCE:

- Information compiled from Missouri Assessment Program participation and performance results.
- Please refer to the following definitions when reviewing Tables 3, 4, 5, 6 and 7:
 - Student Identification Sheet (SIS) - located on the back cover of each MAP test book. This sheet captures biographical information about each student. The SIS together with the SIF determines the total "Accountable" number for each district (see *Accountable*).
 - Student Information Form (SIF) - a separate form that captures almost the same information as the Student Information Sheet; A SIF should be filled out for all students eligible for the MAP-A, even if a portfolio will not be submitted that year.
 - Accountable - the number of Student Information Forms plus the number of Student Identification Sheets submitted. This should "account" for all students at that grade level.
 - Reportable - the number of students earning a score in one of the five achievement levels (Advanced, Proficient, Nearing Proficient, Progressing, and Step 1).
 - Level Not Determined – Includes no shows, sick, cheated and no valid attempt, and is the number Accountable minus the number Reportable. Prior to MAP 2004, Level Not Determined (LND) included all MAP-A eligible students. In 2004, LND includes only MAP-A eligible students that did not submit a portfolio containing goals for the applicable subject/grade level.
 - Index - weighted average of student performance across designated proficiency levels ranging from 100 to 300 with 100 indicating that all students are at the bottom level and 300 indicating that all students are at the top level. This provides an indication of performance level changes over time.

	CALCULATION METHOD	CONSIDERATIONS (what to look for)	TYPICAL QUESTIONS
TABLE 3: MAP Alternative Data	MAP-A Eligible Students Reported = Number of Student Information Forms with MAP-A bubbles filled in.	Student Information Forms should be submitted for all MAP-A eligible students (whether or not a portfolio will be submitted that year).	<i>Note:</i> The revised MAP-A will be available to districts in spring 2006 and will include achievement level standards.
	MAP-A Portfolios submitted = Number of portfolios submitted by the district	All MAP-A Eligible Students should have a portfolio submitted at the appropriate grade levels (only designated grade levels are required to submit portfolios).	<ul style="list-style-type: none"> Are too many or too few students identified as MAP-A eligible?
	MAP-A Eligible Percentage Reported = (Number of Eligible Students Reported ÷ Total January Enrollment) × 100	MAP-A Eligible Percentage should typically range from 1% to 2% of January enrollment.	
TABLE 4: Reading Achievement (IEP)	Reading at Satisfactory and Above Percentage = (Number of Students scoring in Satisfactory or Proficient levels ÷ Reportable) × 100)	Increase percentages from school year to school year.	<ul style="list-style-type: none"> Why are percentages decreasing (or increasing), limited in movement, or so low? What affect do our reading programs have on our reading performance? In particular grade levels?
	Reading Index = (Proficient % × 300) + (Satisfactory % × 200) + (Unsatisfactory % × 100)	Increase Reading Index from school year to school year.	<ul style="list-style-type: none"> Why are reading indices decreasing or increasing?
	Oral Reading Accommodation = Number of students receiving an oral reading accommodation (as denoted on the Student Identification Sheet) ÷ Reportable	Decrease the percentage of students receiving the oral reading accommodation. Ensure that accommodations are being utilized appropriately as determined by the IEP team.	<ul style="list-style-type: none"> How are oral accommodations decisions made? For individual students? For particular disability categories?

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MAP - MISSOURI ASSESSMENT PROGRAM DATA (continued from previous page)

Tables 5 through Table 7

	CALCULATION METHOD	CONSIDERATIONS (what to look for)	TYPICAL QUESTIONS
TABLE 5: Missouri Assessment Program – Grade 3 or 4 (IEP) <u>and</u> TABLE 6: Missouri Assessment Program – Grade 7 or 8 (IEP) <u>and</u> TABLE 7: Missouri Assessment Program – Grade 10 or 11 (IEP)	Accountable = Number of Student Information Forms + Number of Student Identification Sheets	The number Accountable should be equal to the total number of students with disabilities of the grade level being tested.	<ul style="list-style-type: none"> Why is our number reportable different from our number accountable? Are the reasons legitimate, appropriate and based on high expectations?
	Reportable = Number of Students earning a score in one of the five achievement levels.	The reportable number should be consistent with the accountable number (except for legitimate reasons such as MAP-A eligibility or illness).	
	Level Not Determined % = (Number of Level Not Determined** ÷ Accountable) × 100 <i>Where:</i> Number of Level Not Determined** = Accountable – Reportable (Note that the Level Not Determined includes no shows, sick, cheated and no valid attempt)	Maintain a Level Not Determined Percentage below 5% (to comply with No Child Left Behind requirements) and decrease the Level Not Determined Percentage from school year to school year. Ensure that all students are participating in the MAP or MAP-A exams.	<ul style="list-style-type: none"> Why do we have students counted in Level Not Determined? Why is our Level Not Determined percentage increasing (or decreasing)?
	Advanced and Proficient % = (Number of students in the Advanced or Proficient achievement levels ÷ Reportable) × 100	Increase Advanced and Proficient percentage from school year to school year.	<ul style="list-style-type: none"> Why is the percentage decreasing (or increasing) or limited in movement? As compared to all students (especially in Communication Arts and Math)? What affect do our Math and Communication Arts programs have on our performance? In particular grade levels? How is the special education curriculum aligned with the general education curriculum and GLEs? How do IEP students access the general education curriculum? Why is the index increasing (or decreasing) or limited in movement? As compared to all students (especially in Communication Arts and Math)?
	Step 1 and Progressing % = (Number of students in Step 1 or Progressing achievement levels ÷ Reportable) × 100	Decrease Step 1 and Progressing percentage from school year to school year.	
	Index = (Advanced % × 300) + (Proficient % × 250) + (Nearing Proficient % × 200) + (Progressing % × 150) + (Step 1 % × 100)	Increase Index from school year to school year.	

Notes:

- **Prior to MAP 2004, Level Not Determined included all MAP-A eligible students. In 2004, LND includes only MAP-A eligible students that did not submit a portfolio containing goals for the applicable subject/grade level.
- For more detailed information on MAP results, please refer to MAP Crystal Reports available on Web Applications through your district's authorized personnel. Standard reports include disaggregate summary reports as well as item and content analyses.
- The MAP is being expanded in 2006 to include annual assessment of grades 3-8 in communication arts and mathematics as well as grades 11 and 10 respectively. For additional information regarding other content areas and grade levels assessed, see Update 2005-The Missouri Assessment Program at http://www.dese.state.mo.us/divimprove/assess/Update_2005.pdf.

EXITING AND VOCATIONAL PARTICIPATION DATA

Table 8 through Table 11

DATA SOURCE:

- Table 8 and Table 9 data from district data entered on **Exiter Counts Screen 12** of the *Core Data Collection System*.
- Table 10 data not currently available.
- Table 11 data from district data entered on **Attendance Center Screen 8** of the *Core Data Collection System*.

	CALCULATION METHOD	CONSIDERATIONS (what to look for)	TYPICAL QUESTIONS
TABLE 8: Graduation Data for Students with Disabilities	<p>Graduation Rate = $\left[\frac{\text{Number of Graduates}}{\text{Number of Graduates} + \text{Total Dropouts}} \right] \times 100$</p> <p><i>Where:</i> 1) The Number of Graduates includes only the exit category 02 – Graduated with Diploma. 2) Total Dropouts = Sum of exit categories 03 (received certificate) + 04 (reached maximum age) + 07 (moved, not known to be continuing) + 08 (dropped out)</p>	<p>Increase the percentage of students with disabilities graduating with a regular diploma.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • A student is eligible for a diploma by having the required number of credits or by meeting IEP goals and objectives. See “Graduation Requirements for Students in Missouri Public Schools” at http://dese.mo.gov/divimprove/sia/Graduation%20Handbook.doc. • Information regarding GED Options program at http://dese.mo.gov/divcareered/ged_option.htm 	<ul style="list-style-type: none"> • Why is our graduation rate so low (or so high), increasing (or decreasing)? • How does our graduation rate compare to our dropout rate? How do both compare to the rates for all students? • What are the requirements for graduating with a diploma? • What programs and options are available to help at-risk students?
TABLE 9: Dropout Data for Students with Disabilities	<p>Dropout Rate = $\left(\frac{\text{Total Dropouts}}{\text{Total Child Count Ages 14-22}} \right) \times 100$</p> <p><i>Where:</i> Total Dropouts = Sum of exit categories 03 (received certificate) + 04 (reached maximum age) + 07 (moved, not known to be continuing) + 08 (dropped out)</p>	<p>Decrease the percentage of students with disabilities that drop out of school.</p>	<ul style="list-style-type: none"> • See Graduation questions above • Why is our dropout rate so high (or so low), increasing (or decreasing)? • What vocational classes are available to IEP students? Hands on classes? Exploratory type classes? Work study classes? • What are the criteria for getting into vocational /career technical school (i.e. grade level, grades, attendance)? Are these criteria an impediment to IEP students? • What at-risk programs are available to IEP students? • What processes are in place to identify students at risk of dropping out? • How do we keep IEP students engaged in learning? Coming to school? • What are our attendance policies? Do some have an unintended effect?

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EXITING AND VOCATIONAL PARTICIPATION DATA (continued from previous page)

	CALCULATION METHOD	CONSIDERATIONS (what to look for)	TYPICAL QUESTIONS
TABLE 10: Career Education Participation <i>Currently not available in Profile (September 2004 Version)</i>		These data are reported in the Special Education Monitoring Self-Assessment and should be examined annually by the district.	<ul style="list-style-type: none"> • Why do participation rates differ? • Do barriers to career education participation exist for students with disabilities?
TABLE 11: Follow-up on Previous Year's graduates (IEP)	<p>Percentage of individual follow-up categories = Number reported in follow-up category ÷ Total Graduates from Table 8</p> <p><i>Note:</i> Ensure that follow-up is being reported for students with disabilities in the column labeled "IEP."</p>	Increase or maintain at a high level the percentage employed or enrolled in continuing education.	<ul style="list-style-type: none"> • How do we know if IEP students are employed or continuing their education after graduating from high school? • Why are our percents employed and continuing education so low (or so high), increasing (or decreasing)? • What opportunities (skills, activities, classes, programs, etc.) leading to successful post-secondary outcomes, do IEP students have access to before graduating high school? What are our expectations? • How do our percentages compare to those for all students? District's of similar size? The State?

DISCIPLINE INCIDENTS DATA

Table 12

DATA SOURCE:

- District data entered on **Discipline Incidents – Screen 9** of the *Core Data Collection System*.

	CALCULATION METHOD	CONSIDERATIONS (what to look for)	TYPICAL QUESTIONS
TABLE 12: Discipline Incidents by Disability	<p><i>Average number of incidents per student:</i></p> <ul style="list-style-type: none"> <u>All</u> = Total Number of Incidents (Non-Disabled and Disabled) ÷ Total September Enrollment <u>Disabled</u> = Total Number of Incidents of students with disabilities (Disabled) ÷ Total Child Count 	Average number of incidents per student for Disabled should be consistent with All.	<ul style="list-style-type: none"> Why is the average number of incidents per IEP student inconsistent with All students?
	<p><i>Discipline Incidents Percentages:</i></p> <ul style="list-style-type: none"> <u>Total</u> Discipline Incidents Percentages (for each discipline type/length) = (Number of incidents reported for all students by type/length ÷ total number of incidents reported for all students) × 100 <u>Non-Disabled</u> Discipline Incidents Percentages (for each discipline type/length) = (Number of incidents reported for <i>Non-Disabled</i> by type/length ÷ total number of incidents reported for <i>Non-Disabled</i>) × 100 <u>Total Disabled</u> Discipline Incidents Percentages (for each discipline type/length) = (Number of incidents reported for <i>Total Disabled</i> by type/length ÷ total number of incidents reported for <i>Total Disabled</i>) × 100 	Monitor the percentage of discipline incidents of students with disabilities compared to non-disabled students (with attention towards categorical disability as well as generally). Discipline incidents percentages for disabled should be consistent with non-disabled.	<ul style="list-style-type: none"> Why are discipline incidents rates so high (so low) for IEP students? Compared to all students? What are our disciplinary policies? Do the data suggest some have an unintended effect? How do discipline incidents rates correlate with dropout data of IEP students? To All students? Do any patterns emerge? What at-risk programs are available to IEP students? What behavioral intervention strategies are used? Does all district staff implement them consistently?

RACE/ETHNICITY DATA ANALYSIS

Table 13

DATA SOURCE:

- District data entered on **Child Count/Placement Screen 11** of the *Core Data Collection System*.
- For a detailed explanation regarding Table 13, refer to the *Data Analysis Explanation Sheet* at the following link - <http://www.dese.mo.gov/divspeced/DataCoord/PDF/DataExplanations4.pdf>

	CALCULATION METHOD	CONSIDERATIONS (what to look for)	TYPICAL QUESTIONS
TABLE 13: Race/Ethnicity Data Analysis	<i>Enrollment and Child Count Table:</i> <ul style="list-style-type: none"> • <u>Total %</u> = September enrollment in each racial/ethnic category ÷ total September enrollment. • <u>Spec Education %</u> = Child count in each racial/ethnic category ÷ total child count 	<i>Enrollment and Child Count Table:</i> *Areas of under- or over-representation are indicated if the difference between the "Actual" and the "Expected" number of students is greater than ten, where "Actual" = the Special Education child count by race and "Expected" = the total Special Education child count multiplied by the "Total %" column.	<ul style="list-style-type: none"> • Why are certain race/ethnicity categories over-represented (or under-represented), • At what rate do we refer by race /ethnicity? Do any patterns emerge? Why? • What are our referral processes? How and by whom? • What are our processes for determining eligibility? • How is cultural bias taken into account with respect to formal and informal assessment instruments and the results obtained? • Are some race/ethnicity categories in more restrictive placements than others? Why?
	<i>Percent of Total in Special Education Table:</i> <ul style="list-style-type: none"> • <u>Percent of Total in Special Education</u> = "Spec Education #" ÷ "Total #" (from the Enrollment and Child Count Table) 	<i>Percent of Total in Special Education Table:</i> *Areas of under- or over-representation are indicated if the percent in a racial/ethnic category differs from the total percent by more than five percentage points and if there are more than five Special Education students in that racial/ethnic category. This would indicate that students are not being identified for Special Education services in equal proportions across the various racial/ethnic categories.	
	<i>Disability Table:</i> <ul style="list-style-type: none"> • <u>Percent by disability by race</u> = for each disability category, the number in each racial/ethnic category ÷ total child count in the disability category 	<i>Disability Table:</i> *Areas of under- or over-representation are indicated if the difference between the "Actual" and the "Expected" number of students is greater than ten, where "Actual" = the Special Education child count by race and disability, and "Expected" = the total Special Education child count by disability multiplied by the "Total %" (from Enrollment and Child Count Table) for that race. Flags would indicate that there is disproportionality in the identification of students as students with disabilities among the various disability categories.	
	<i>Placement Table:</i> <ul style="list-style-type: none"> • <u>Percent by placement by race</u> = for each placement category, the number in each racial/ethnic category ÷ total child count in the placement category 	<i>Placement Table:</i> *Areas of under- or over-representation are indicated if the difference between the "Actual" and the "Expected" number of students is greater than ten, where "Actual" = the Special Education child count by race and placement, and "Expected" = the total Special Education child count by placement multiplied by the "Child Count %" (from Enrollment and Child Count Table) for that race. Flags would indicate that there is disproportionality in the placements of students with disabilities among the various placements.	

*Note: This is one way to analyze these data. Other methods may be more appropriate depending on district size and circumstances.